



## Other Ways to Say . . . 6-in-1 Posters Set

This Really Good Stuff® product includes:

- Other Ways to Say . . . 6-in-1 Posters Set, Write Again® wipe-off laminate
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Other Ways to Say . . . 6-in-1 Posters Set**—a useful tool for encouraging students to come up with other, more descriptive ways to say six common words, and jazz up both their speech and writing.

### Meeting Common Core State Standards

This Really Good Stuff® **Other Ways to Say . . . 6-in-1 Posters Set** is aligned with the following Common Core State Standard for English Language Arts:

### Production and Distribution of Writing

**CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Preparing and Displaying the Other Ways to Say . . . 6-in-1 Posters Set

Before displaying the **Other Ways to Say . . . 6-in-1 Posters Set**, make copies of this Really Good Stuff® Activity Guide, and file the pages for future use. Or, download another copy of it from our Web site at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). The unique format of this *Poster* allows you to display it in a couple of ways:

- Insert the *Mini Poster* that you are using in your current lesson in the center of the *Main Poster* and display the other *Mini Posters* around it.
- Display all the *Mini Posters* at the same time around the outside of the *Main Poster*.

You can insert the *Mini Posters* into the *Main Poster* in two ways: Either tuck them into the slits at each corner or into the tabs at the top and bottom of the display area.

Tuck the *Mini Poster* for the word *Went* into the center of the *Main Poster*. Write the following sentences on the board:

- The girl went to the playground with her friends.
- The girl raced to the playground with her friends.

### Introducing the Other Ways to Say . . . 6-in-1 Posters Set

Gather students around the *Posters*. Directing their attention to the *Other Ways to Say Went Mini Poster*, read the two sentences on the board aloud. Discuss how *raced* is a much better word choice because it describes how the girl—and her friends—moved.

Pointing to each of the other *Mini Posters*, read the list of substitutes for the words *said*, *like*, *hard*, *fun*, and *great*. Ask students for additional words, and add them to the *Mini Poster*. Tell students that these *Posters* will help them to choose more interesting or exciting words when they write or talk to one another. Together, repeat the above activity writing one simple sentence using *said*, *like*, *hard*, *fun*, and *great* and the same sentence using one of the more descriptive words. As you substitute words in the sentences, discuss how each substituted word changes the meaning of the sentence, and makes a simple

sentence more interesting. Divide the class into pairs. Have partners repeat this process with a sentence of their own.

Remind students that you expect them to refer to the *Posters* throughout the year in order to revise their writing by substituting more interesting words. As a class, create more mini posters for overused words: Cut out a square the size of a *Mini Poster*, write the overused word across the top, add more exciting words, and tuck it into the *Main Poster*, or display near the others.

### Writing with Exciting Words

Copy and distribute the *Other Ways to Say . . . Reproducible*. Review the directions: Point to the blank space under each word, and tell students to write more descriptive words beneath each of the printed words on the reproducible. If necessary, discuss more exciting words that they can add to each box on the reproducible. Once complete, instruct students to store the reproducible in their writing folder and to refer to it whenever they need more interesting or exciting words.

### Put the Word . . . to Bed!

Copy and distribute the *Put the Word . . . to Bed! Reproducible*. Explain to students that it is time to put the words *went*, *said*, *like*, *hard*, *fun*, and *great* to bed. After reviewing the directions, tell students to finish the activity and to use their completed reproducible to help them “wake up” their writing and speech.

### Add Power to Your Writing!

Copy and distribute the *Add Power to Your Writing! Reproducible*. Remind students that they have been learning how to choose more descriptive words for *went*, *said*, *like*, *hard*, *fun*, and *great*. Indicate that whenever they are editing one of their original pieces, they need to:

- review the words they’ve chosen;
- ask themselves if each word is the best word—the most descriptive word;
- decide whether there are more powerful and explicit words.

Write *I feel good* on the board. Discuss how *good* in this sentence isn’t helpful to anyone because it doesn’t actually describe what you mean. Therefore, the word *good* is a “tired” word. Discuss the variety of things this sentence could mean, and list these alternative meanings on the board. Lead the discussion to determine better word choices for the word *good*, such as: *healthy*, *well*, *awake*, *alert*, *honest*, *all right*, *correct*, *proper*, *fitting*, *good enough*, *kindly*, *sympathetic*, *upstanding*, *virtuous*, *moral*, *respectable*, *deserving*, *admirable*, *dependable*, *reliable*, *trustworthy*, *believable*, *safe*, *secure*, *genuine*, *authentic*, *helpful*, *wholesome*, *worthwhile*, *favorable*, *fortunate*, *competent*, *capable*, *accomplished*, *efficient*, *knowledgeable*, *qualified*, *skillful*, and *expert*.

Use a few of these more powerful and explicit words in a sentence to illustrate how word choice adds more power to someone’s writing. Ask students to try the same exercise, and then instruct them to complete the reproducible.

Repeat this exercise throughout the year to encourage students to revise their writing by paying closer attention to the vast variety of word choices.

Name: \_\_\_\_\_



## Other Ways to Say ...



**Directions:** When you revise your writing, always try to use helpful and descriptive words. Use the space under each word in the chart below to write other exciting words that mean the same thing. Examples are in the first box.

<b>begged</b> <i>pleaded</i> <i>requested</i>	<b>appreciate</b>	<b>bolted</b>
<b>challenging</b>	<b>entertaining</b>	<b>amazing</b>
<b>crept</b>	<b>adore</b>	<b>baffling</b>
<b>enchanting</b>	<b>awesome</b>	<b>admire</b>
<b>strutted</b>	<b>complained</b>	<b>captivating</b>

Name: \_\_\_\_\_



You have been learning how to choose words that “wake up” your writing and add power to it. Try using a similar, but more exciting word for the “tired” words below, and turn these boring sentences into power sentences.

tired word: \_\_\_\_\_

power word: \_\_\_\_\_

Sentence using the *power* word:

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tired word: \_\_\_\_\_

power word: \_\_\_\_\_

Sentence using the *power* word:

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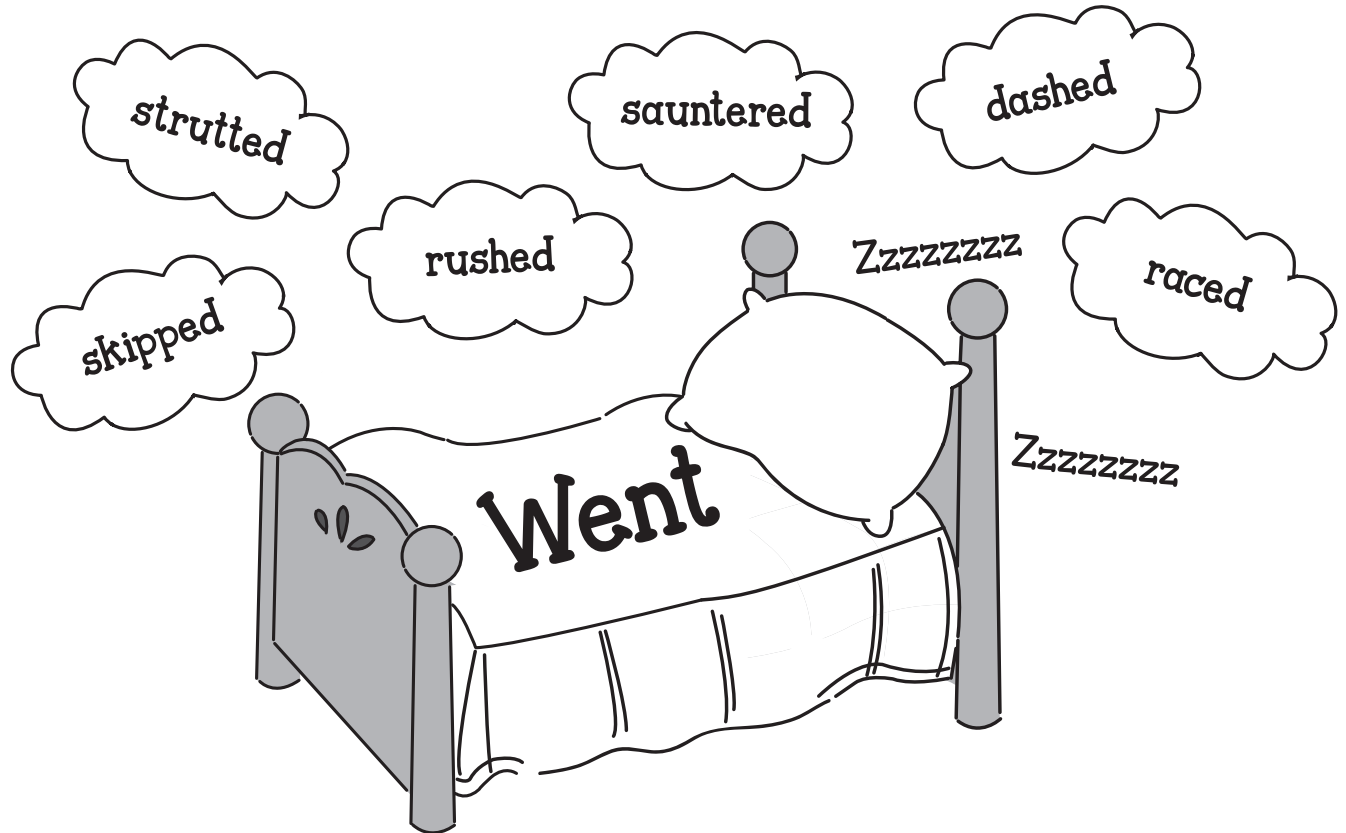
Authors carefully choose their words. List below the *power* words have you found in your reading.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: \_\_\_\_\_

## Put the Word . . . to Bed!

As writers, you understand that such words as *went*, *said*, *like*, *hard*, *great*, and *fun* are not very helpful or exciting. In fact, they are rather boring! It is time to “put them to bed” and to find other words to “wake up” your writing. Find a sentence from your own writing that contains the boring word *went*, and write it below. Then revise that sentence by substituting a more exciting word for the boring one.



Your sentence using *went*:

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Your revised sentence:

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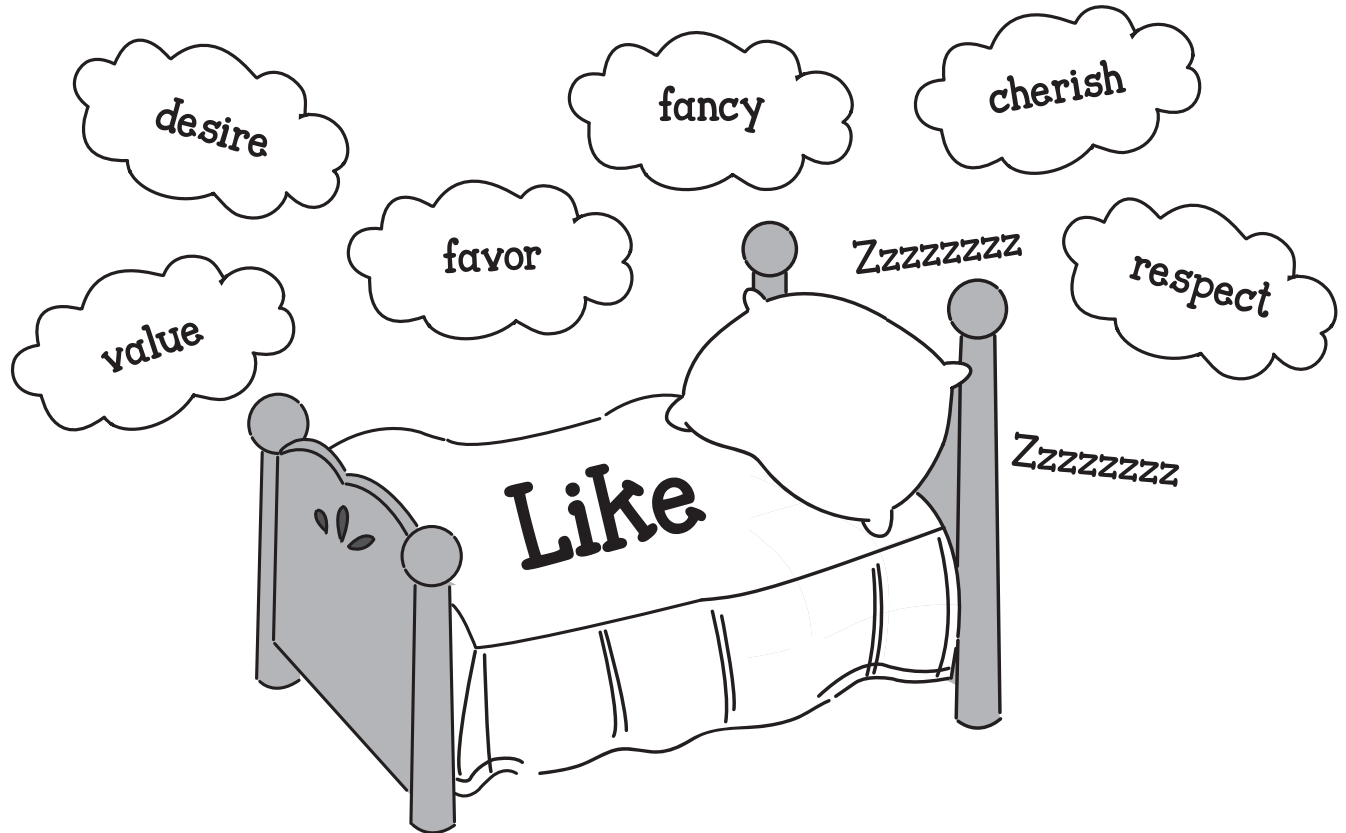
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Name: \_\_\_\_\_

## Put the Word . . . to Bed!

As writers, you understand that such words as *went*, *said*, *like*, *hard*, *great*, and *fun* are not very helpful or exciting. In fact, they are rather boring! It is time to “put them to bed” and to find other words to “wake up” your writing. Find a sentence from your own writing that contains the boring word *like*, and write it below. Then revise that sentence by substituting a more exciting word for the boring one.



Your sentence using *like*:

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Your revised sentence:

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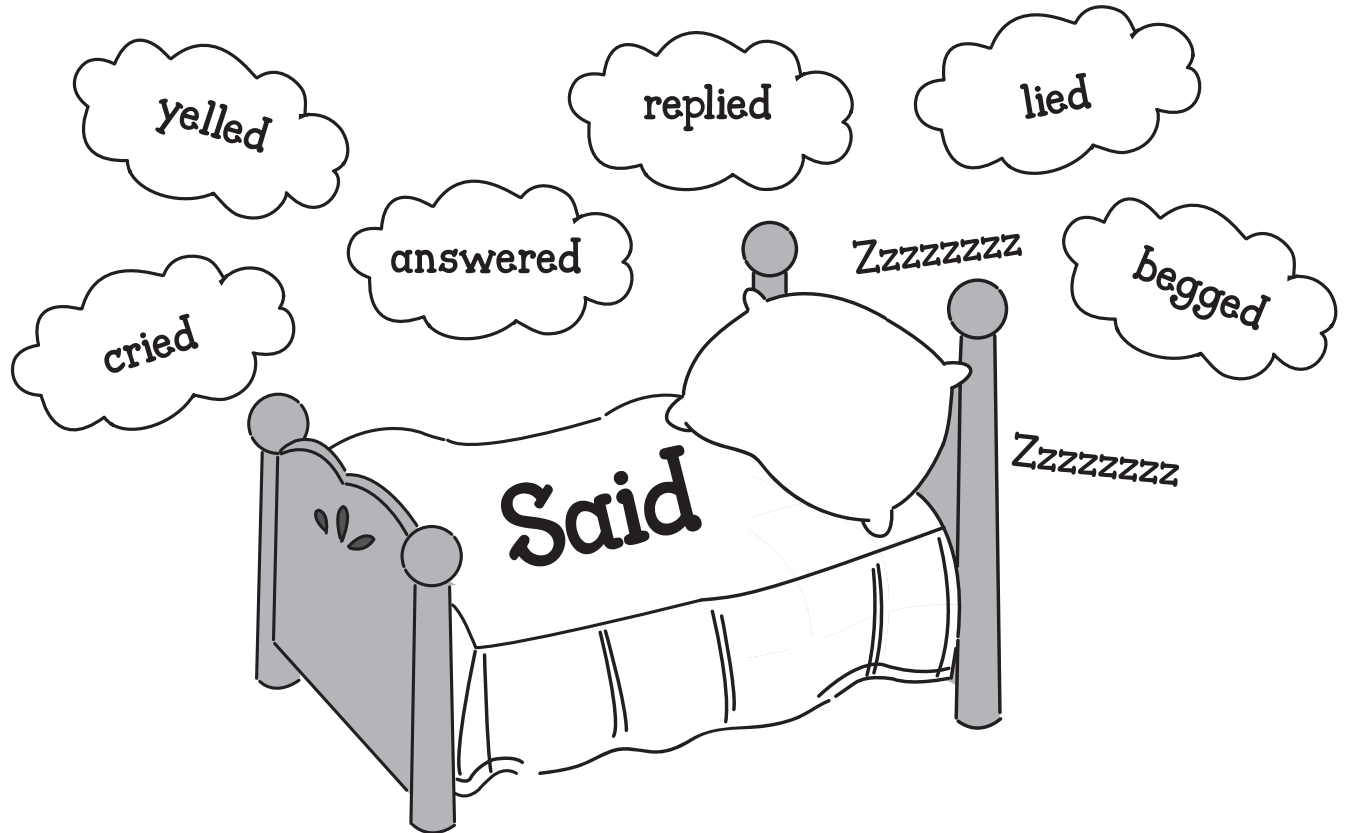
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Name: \_\_\_\_\_

## Put the Word . . . to Bed!

As writers, you understand that such words as *went*, *said*, *like*, *hard*, *great*, and *fun* are not very helpful or exciting. In fact, they are rather boring! It is time to “put them to bed” and to find other words to “wake up” your writing. Find a sentence from your own writing that contains the boring word *said*, and write it below. Then revise that sentence by substituting a more exciting word for the boring one.



Your sentence using *said*:

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Your revised sentence:

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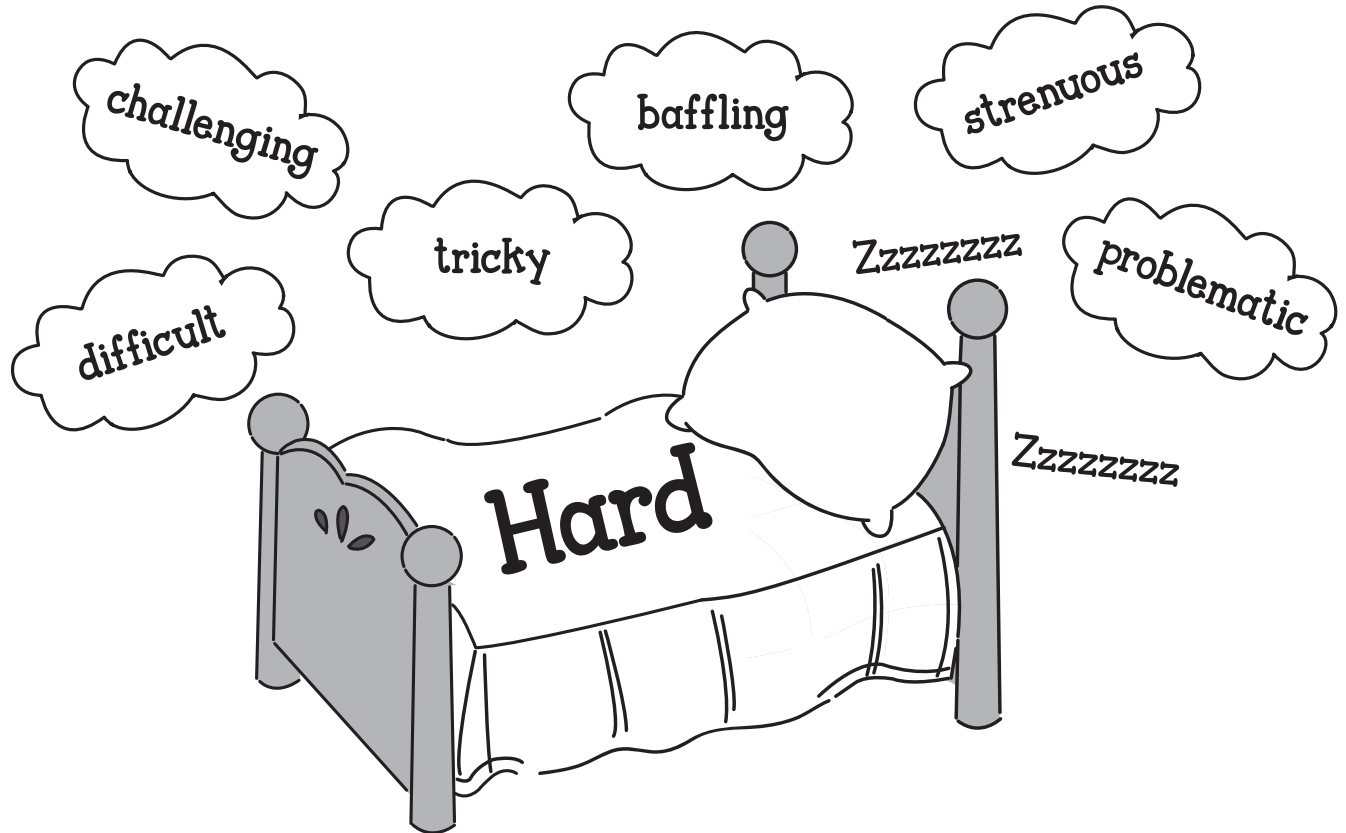
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Name: \_\_\_\_\_

## Put the Word . . . to Bed!

As writers, you understand that such words as *went*, *said*, *like*, *hard*, *great*, and *fun* are not very helpful or exciting. In fact, they are rather boring! It is time to “put them to bed” and to find other words to “wake up” your writing. Find a sentence from your own writing that contains the boring word *hard*, and write it below. Then revise that sentence by substituting a more exciting word for the boring one.



Your sentence using *hard*:

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Your revised sentence:

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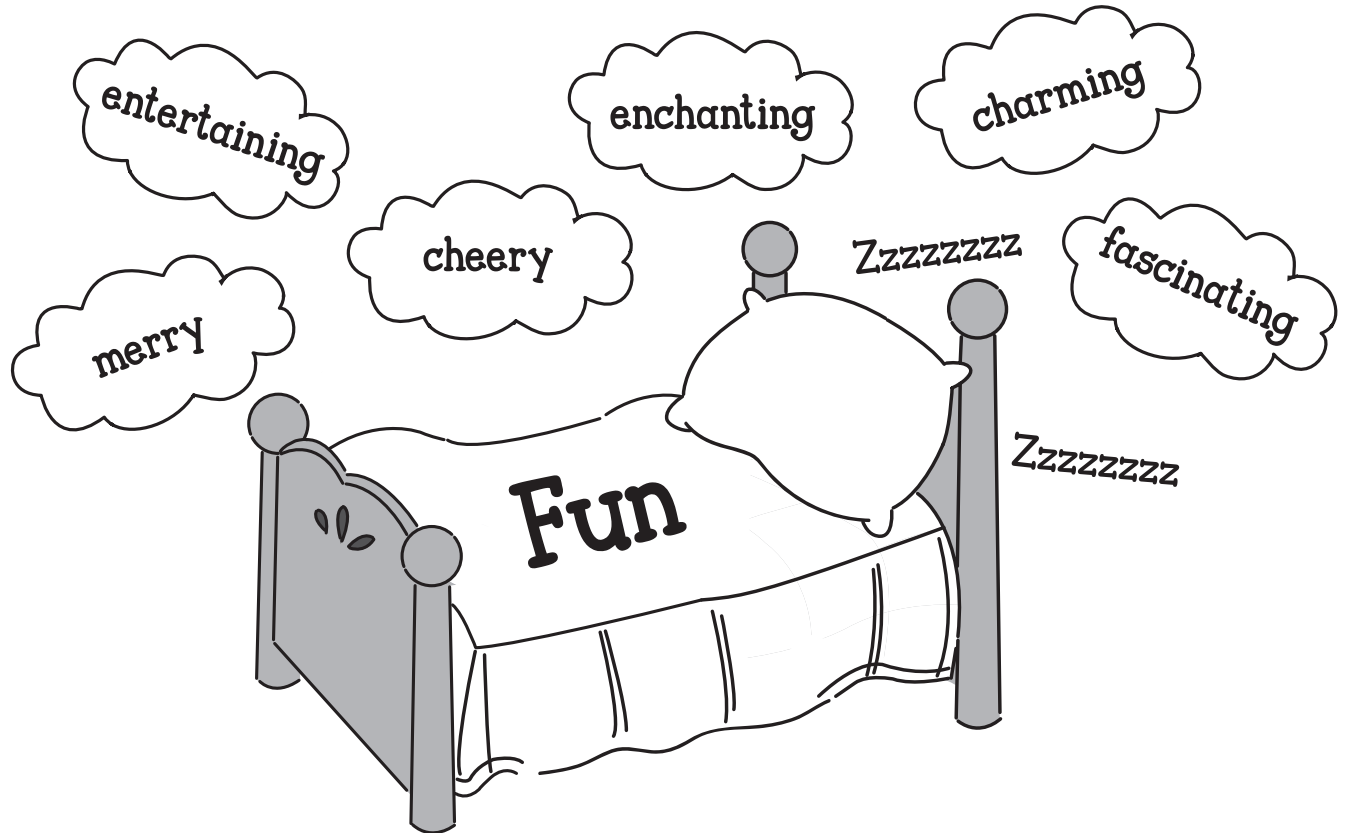
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Name: \_\_\_\_\_

## Put the Word . . . to Bed!

As writers, you understand that such words as *went*, *said*, *like*, *hard*, *great*, and *fun* are not very helpful or exciting. In fact, they are rather boring! It is time to “put them to bed” and to find other words to “wake up” your writing. Find a sentence from your own writing that contains the boring word *fun*, and write it below. Then revise that sentence by substituting a more exciting word for the boring one.



Your sentence using *fun*:

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Your revised sentence:

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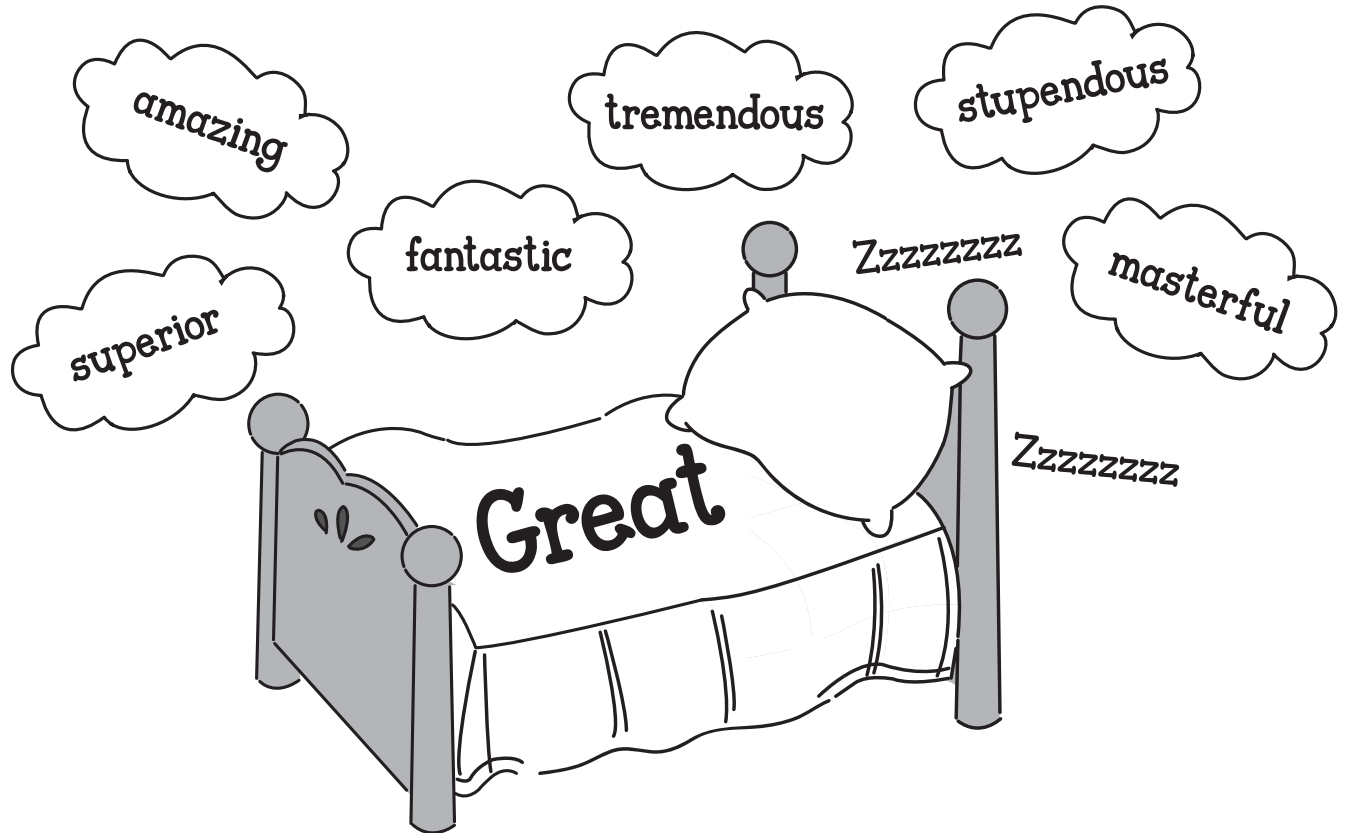
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Name: \_\_\_\_\_

## Put the Word . . . to Bed!

As writers, you understand that such words as *went*, *said*, *like*, *hard*, *great*, and *fun* are not very helpful or exciting. In fact, they are rather boring! It is time to “put them to bed” and to find other words to “wake up” your writing. Find a sentence from your own writing that contains the boring word *great*, and write it below. Then revise that sentence by substituting a more exciting word for the boring one.



Your sentence using *great*:

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Your revised sentence:

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